

Commedia Dell' Arte
Concert Series
Tonight, 8:30 p. m.

The Bullet

Mary Washington College of the University of Virginia

VOL. XXXX NO. 24

P.O. BOX 1115, FREDERICKSBURG, VIRGINIA

**NSA Discussion
And Voting
Wednesday**

MONDAY, OCTOBER 16, 1967



Tonight at 8:30 P.M. in George Washington Auditorium Van Dexter's Commedia dell'Arte Players will appear in "The Three Cuckolds," Leon Katz's adaptation of the sixteenth century Italian scenario. On Sunday, October 22, the Charlie Byrd Jazz Trio will appear as part of the Concert series.

Committee To Study MW's Future Academic Role

At a faculty meeting October 10, Chancellor Simpson announced his appointment of a committee of members of the faculty and administration "to discuss and consider all aspects and factors in our academic community relating to the future role of Mary Washington College as an institution of higher learning."

The special problems and directions of growth of a women's liberal arts college affiliated with a university, yet without a governing board free to concentrate on the unique problems of Mary Washington, will be considered by the committee.

"Many of these concepts may need to be greatly altered and thereby the purpose of the college changed," Dr. Simpson said.

"The work of this committee

will not be one such as is usually associated with long-range planning — but rather it will be the work of the committee to recommend to the Chancellor and ultimately to the Board whatever alterations in our present government and program and purpose are needed in order that Mary Washington College will continue to be not only an outstanding institution of higher learning in the last decades of the 20th century but also an academic institution preparing itself to offer to its students the appropriate and necessary intellectual guidance which students in the 21st century will require and find relevant in their era."

Appointed to the committee were: Mrs. Mildred A. Bolling, Professor of Modern Foreign Languages; Mr. Andrew Bunn, Associate Professor of History; Miss Mildred A. Droste, Assistant Dean of Students and Associate Professor of Health, Physical Education, and Recreation; Mr. George W. Grayson, Jr., Assistant Professor of Economics and Political Science; and Mr. Michael Houston, Assistant to the Chancellor and Associate Professor of History.

Also appointed were Mrs. Mary A. Kelly, Associate Professor of Psychology; Mr. Kurt F. Leidecker, Professor of Philosophy; Mr. Bernard L. Mahoney, Jr., Assistant Professor of Chemistry; and Mr. Sidney H. Mitchell, Professor and Chairman of the English Department.

Bicycle registration will be held October 25, 1967, from 10:30 a.m. until 3:30 p.m. at the Security Office in Lee Hall, Room 104 A.

All unregistered bicycles kept or used in the city or on campus must be registered in compliance with city ordinance.

All bicycles must have a light on the front and a reflector on the rear. Lights can be purchased and installed for \$1.60 at the time of registration.

Registration fee is fifty cents.

Bike Registration On October 25

Who's Who Committee Selects Twenty-four MWC Seniors

By CINDY LONG
Editor-in-Chief

Twenty-four MWC seniors have been selected to appear in the 1967-68 edition of Who's Who Among Students in American Universities and Colleges.

Criteria for selection are scholarship, participation and leadership in academic and extracurricular activities, citizenship, service to the college, and promise of future usefulness. Certificates of recognition will be awarded on campus at a public assembly.

Selection of students has traditionally been in October. This year, however, the publication requested names last spring. Ac-

cording to Dean Margaret Hargrove, MWC's nominees could not be chosen at that time. Therefore nominations were considered after the beginning of this school year and were decided upon by September 30.

The campus selection committee was composed of SGA president Jane Bradley, senior class president Pam Tompkins, Honor Council president B. J. Bowden, day students' president Gail Morrison, Dean Hargrove, Assistant Dean of Students Mildred Droste, and Director of Student Affairs Emily Holloway.

Candidates were suggested to the selections committee by last year's Who's Who award winners and the executive officers of the

current senior class. Twenty-one Virginia colleges participate in the awards program.

Selected were the following: Mary Ellen ASHLEFORD, daughter of Mr. and Mrs. Royal Ashelford of Oxford, Conn.; Barbara Ann BAILEY, daughter of Mr. and Mrs. A. Eugene Bailey of Palmyra, Pennsylvania; Marie France BAST, daughter of Mr. and Mrs. Albert J. Bast of Falls Church; Lynn BELCHER, daughter of Mr. and Mrs. James W. Belcher of Roanoke; Elizabeth J. BOWDEN, daughter of Dr. and Mrs. Edward Bowden of Richmond.

Also Thelma Adeline BOWEN, daughter of Mr. and Mrs. Ervin Bowen of Warsaw; Amelia Jane BRADLEY, daughter of Mr. and Mrs. Hugh Bradley of Alexandria; Rhoda FISHER, daughter of Mr. and Mrs. Homer Fisher of Cranford, New Jersey.

Also Lucinda LONG, daughter of Mr. and Mrs. G. Richard Long of Salisbury, Maryland; Patricia Ann MACPHEE, daughter of Mr. and Mrs. Norman MacPhee of Arlington; Jean MANN, daughter of Mr. and Mrs. Ralph Mann of Richmond.

Also Sally MONROE, daughter of Mr. and Mrs. Henry Monroe of Coronado, California; Gail MORRISON, wife of Mr. Thomas Morrison III of Fredericksburg; Carol O'CONNOR, daughter of Mr. and Mrs. James O'Connor of West Point, Virginia.

Also Barbara Jean PRICE, daughter of Mr. and Mrs. Benjamin Price of Richmond; Jill ROBINSON, daughter of Mr. and Mrs. Kenneth Robinson of McLean; Lynn RUBY, daughter of Mr. and Mrs. James Ruby of Cleveland Heights, Ohio.

Also Judy RUSSELL, wife of Mr. Bill Russell of Langley Air Force Base, Virginia; Ann SCOTT, daughter of Dr. and Mrs. Robert Scott of Richmond; Lawson STILLMAN, daughter of Mr. and Mrs. John Stillman of Sutherland; Carter STUBBS, daughter of Mr. and Mrs. William Stubbs of Lexington.

Also Pamela TOMPKINS, daughter of Mr. and Mrs. David Tompkins of Virginia Beach; Pamela TOPPIN, daughter of Mr. and Mrs. John Toppin of Mount Joy, Pennsylvania; and Leneice Wu, daughter of Mr. and Mrs. Leonard Wu of Falls Church.

A lecture on Mime by members of the Commedia dell'Arte will be held at 4:00 today in du Pont theater. All interested students are invited to attend and to learn more about the art form which is a major part of the Commedia dell'Arte Players' performance.

Marilee Petrie Places In Playwriting Contest

Drama major Marilee Petrie is the winner of one of the top three prizes in the annual Norfolk Little Theater playwriting contest. Her entry, a one-act play entitled "Not One God Damned Thing," was awarded \$50 for "best-in-show." At the end of February, the play will be produced by the theater group which sponsored the contest.

Marilee is the daughter of Mr. and Mrs. William Petrie of Highland Springs, Virginia. A senior drama major, she took the playwriting course taught by the drama department last year.

"The possibility of actually seeing the play produced is like a dream coming true. It is really difficult to write a play. It is hard to make the dialogue of people seem natural when dictating a speech. I have written other things, but this is the most satisfactory thing which I have done,"

Jean Winfrey Succeeds Long As Ed. In-Chief

Jean Winfrey was chosen temporary editor-in-chief of the Bullet at an editorial staff meeting October 9. The appointment was made after Cindy Long announced her resignation to the Bullet staff members. Cindy stated that her extensive academic responsibilities prevented her continuing as editor. Jean is a junior biology major from Richmond. She has been active on the Bullet since her freshman year and has held staff positions as reporter, news editor, and managing editor.

No other changes will be made until new Bullet staff positions are announced in January.



Jean Winfrey

How To Be Great

During the past year, the name of Cindy Long has held a magical quality about it. It has and still does embody a spirit of creativity, intelligence, power, and free and critical thinking.

As editor-in-chief of the BULLET, Cindy Long has considerably heightened the quality and status of the newspaper on campus. Her interest in political science has expanded our coverage to issues of national and international importance. Her interest in student government and campus activities has made the BULLET a vital part of the campus community. And, as editor-in-chief, her enthusiasm and drive have inspired the entire staff to want to work, to want to produce the best newspaper possible.

Cindy Long has indeed left her mark on Mary Washington College. She has opened many eyes, awakened new interests, and stirred students to reassess their own values. By introducing controversy into the editorial pages, reaction to the BULLET has not always been favorable, yet Cindy has achieved the goal for which she was constantly striving — to cause students to think and to freely discuss ideas, old and new.

It is with deep regret that we accept the resignation of Cindy Long, though we promise her that we will work to live up to the precedent she has set for us, and will maintain her relentless search for truth and perfection. We respect her decision to withdraw from the staff, and realize that even as it takes a great person to edit a newspaper, it takes an even greater one to deny that which is her own in order to pursue higher goals.

Coedism? - Ho, Ho!

By MARCH McLAUGHLIN
Arts Editor

The much publicized debate on Coeducation between the University of Virginia and Princeton was a farce from any constructive point of view. And I must hasten to add that I use the term "debate" in the loosest manner conceivable.

The exhibition was more of a contest of ribald and, at times, crude wit, than a sincere attempt to discuss this serious problem. As was noted in the Washington Post on Sunday, Oct. 8, the student debate teams "had great fun with the topic"; often at the expense of the female institutions of Virginia.

Perhaps it was naive to expect any profound suggestions from the Big "U's" (and I speak in the plural), yet all the same I was very disappointed with the presentation.

Princeton, speaking for the affirmative side, first argued from the educational, moral, and social point of view. Stating that, "life is an all-male institution is like a full moon, one sees only one side", the debaters went on to contend that females would greatly enhance the students' life, inspiring the boys to work harder.

The morality of the "big weekend" was then challenged, Princeton dogmatically asserting that, "because the male spends so much money on the girl, he expects more from her." To which remark the Virginia gentle-

men politely indicated that they "did not expect too much for their money; they got just what they deserved."

The Princeton debaters next spoke against the great distances which had to be traveled to find dates and argued that, "tastes would be sharpened, because if you have 3,000 girls on your own campus to choose from you won't have to accept just anyone down the way."

The Virginia team rebutted saying, "there are a number of women's colleges within driving distance of Charlottesville displaying a variety of types of student body, from 'intellectual' to 'good time.' Therefore, choice is not limited now. Besides, getting there — and coming back — is half the fun."

Perhaps the most significant statement of the evening was made when Princeton said, "Thomas Jefferson also designed the Constitution denying women the right to vote. Times change" — but not in Virginia.

The debate then changed hands with Virginia arguing the affirmative side. After a lengthy and somewhat coarse discussion of the compartmentalization of girls schools in Virginia, the argument turned to the legal and moral rights of women. After conceding women's right to an equal education, both sides indicated their belief in the intellectual inferiority of women.

See GIRLS, Page 3



College is certainly a transforming experience.

Letters To The Editor

Dear Editor:

In an article which appeared in the September 18 "welcome" issue of the Free Lance-Star, Dr. Croushore, Associate Dean of the College, was quoted in reference to his views about Mary Washington's membership in the National Student Association. Expressing the opinion that the College should not drop out of NSA, he stated: "They are another window on this world and we just can't ignore them. We can't become an ostrich because of what has happened."

Dr. Croushore's point is a valid one, not only in conjunction with the question of NSA affiliation, but also as applied to all issues relevant to the student generation today. We cannot become ostriches and bury our heads in a sandbox of self-concern.

We have been told time and time again that we cannot do justice to ourselves or to the educational process if we are isolated from the problems which exist outside of our own individual academic pursuits. We have been told that our interest needs awakening and our horizons need broadening; I think we realize this. Our participation in the community, our concern for national and international affairs, and our most immediate concern for the improvement of the quality of our education demonstrates this realization.

The question confronting us, then, is not why we need to increase our awareness of the issues concerning students throughout the country, but how we may become more involved in these affairs. We need to climb out of our sandbox and inform ourselves of the problems which pertain to the student community as a whole.

When the question of student drug use is raised, for example, we cannot ignore it and consider it irrelevant because we do not have a drug problem on our campus. This is one of the major problems confronting American society today; therefore, Mary Washington sent a delegation of students to a conference on



Peter Janssen discusses educational problems with March McLaughlin and Chris Hall.

Demonstration Against War

Opponents of the war in Viet Nam will demonstrate for peace in a mass mobilization this Saturday, October 21, in Washington D. C. The march is scheduled to begin in two places, the Washington Monument and Lincoln Memorial, and both groups will converge at the Pentagon for a mass rally.

Organized by the National Mobilization Committee to End the War in Viet Nam, the demonstration will have three phases: a march, a rally, and "an opportunity for civil disobedience."

Some groups of demonstrators are planning to sit-in at the doors of the Pentagon in order to prevent people from entering the building, however, anyone who wishes to leave the building will be welcome to do so.

The march will be completely non-violent "in the Gandhian sense," says Father Richard McSorley, a theology professor at Georgetown University. "If we are hit we will not retaliate. We will not break police lines."

The Committee is not sure how many people will be present at the demonstration, though they expect approximately 200,000. Already, many groups from Boston, New York, and the west coast have indicated that they will be sending delegations. A number of prominent opponents of the war, including Dr. Benjamin Spock, have announced their intention to come.

Any Mary Washington girls interested in participating in the rally should contact Glenna Booth in Mason 509.

Janssen Speaks On The Negro's Problems In Southern Education

"Population is increasing faster than desegregation," said Peter Janssen, Newsweek's Education Editor in a speech Wednesday evening in A. C. Lee Ballroom.

Mr. Janssen's topic was "The Negro versus Southern Education", but he stressed that the problem, although more severe in the South, is nationwide. He described the inadequacies and low standards of the 125 predominantly Negro colleges in the U. S. and said that these low standards are results of standard conditions in the predominantly Negro secondary and grade schools. He emphasized that the deficiencies in higher education for Negroes are part of a "vicious cycle" which includes the lower grades.

According to Janssen, progress for improving these conditions

has been very slow. Many Negroes and whites who are for integration have been intimidated and are unwilling to carry out the necessary measures for improvement.

In conclusion, Janssen offered the following four suggestions for solving the problem of poor education for Negroes:

1. Many of the public Negro colleges must be abolished in states where white colleges exist, and the white colleges must become more willing to accept Negro students.

2. The public Negro colleges should be reestablished as "good community colleges".

3. Programs should be sponsored to improve the academic quality of private Negro colleges through Federal grants and other means.

4. The white public colleges must do everything possible to improve education for Negroes in the lower school systems.

Following his speech, Mr. Janssen opened the floor to questions. A local Negro minister and mathematician for the Naval Weapons Base, Reverend Martin, gave a short address concerning his views on the subject of Negro higher education. Rev. Martin said that Negro colleges are not really as bad as Mr. Janssen indicated; much good also has come from them. He feels that it is unfair to compare Negro and white schools using the same standards since there are differences in the cultural heritages of each.

At the conclusion of the program a reception was held for Mr. Janssen by members of the Bullet staff and SGA.

The Bullet



Established 1927

Member

United States Student Press Association

Cindy Long
Editor-in-Chief

Letters Con't...

from Page 2

thing constructive with their concern. But we cannot continue to expand unless we exchange ideas with other students, avail ourselves of the valuable information which association with other colleges provides, and contribute our own efforts to inform other responsible students.

The National Student Association provides its member schools with the opportunity for such exchange of ideas and information. If we are the "responsible students" which we claim to be, we should be able to view the advantages and disadvantages of NSA membership objectively. We should be responsible and mature enough to express agreement and/or disagreement with its various activities; but we need to express our opinions as member votes if they are to have any significance. When we look through Dr. Croushore's "window on this world," we may not like all that we see, but to close the shutters completely would shut out a vital source of light.

I urge you to vote on October 18 to continue affiliation with the National Student Association—to disaffiliate now would be to climb back into our sandbox.

Sincerely yours,
Jane Bradiey
SGA President

Dear Editor:

The question of NSA affiliation or disaffiliation is in the hands of every student in this college and as a student, I would like to express my personal views which I feel are not those of blind support or condemnation.

It is asked if NSA should, or has the right, to take a stand on governmental or academic policies. I answer: without commitment, is there action? I certainly hope that we are not advocating lethargy and at the same time claiming to be students. Similarly, if we avoid commitment, are we not also condemning the climate of academic and social improvement through the acceptance of student responsibility?

With the establishment of NSA's right to a committed stand, it is then argued that perhaps we should disaffiliate because NSA

does not express the views of the majority of Mary Washington students. This statement is based mainly upon the National NSA Congress' policy statements which I feel are mere rabble-rousing. We can attend the Congress, voice the majority views from this college and if necessary, refuse to sign policy statements; or, we can simply discontinue participation in the Congress and look upon and utilize NSA as a valuable resource.

The resource function of NSA gives the most exemplary reason for our affiliation. Most importantly, it supplies necessary information, new ideas, and speakers for SGA and student groups involved in academic and social action. As an affiliated member, we have unlimited access to these resources; therefore, if NSA as a resource is utilized to the fullest, continued affiliation is warranted. Furthermore, I feel that there is no comparable alternative towards which we can direct the funds.

Sharon Dobie

Dear Editor:

I was most interested in Peggy Massmann's article on the place of studio art in the liberal arts curriculum and should like to present some further thoughts on the subject. I agree thoroughly with Miss Massmann that the true liberal arts education and the development of creativity can and should go together.

First, let us examine the liberal arts education. It is not just the accumulation of factual knowledge but concerns itself with

See AND, Page 4

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"Girls Are Intellectual Inferiors"

from Page 2

Hank Chase of the University said, "I agree women have no intellectual capacity. But they should be allowed to wander about the grounds and make their asinine comments in class simply and solely for the amusement of the male population."

His Princeton counterpart disagreed saying, "I believe in a certain compartmentalization of life . . . If women are admitted to the University (Princeton), the

man's work is going to be hampered by the presence of women in his classes, and the man's play is going to be hampered by the presence of education in his women."

I can't help feeling that among the 52 per cent of the students who favor coeducation at Charlottesville there must be one, or two, who could have argued the affirmative side seriously, though I am such the "Gentlemen" on the Debating Team felt

they could, most chivalrously, smite (with smut) the dragon "Separatism" imprisoning the fair sex in their solitary cloisters.

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Hockey Schedule

October 18 — William and Mary at MWC
October 20 — RPI at MWC
October 27 — Westhampton at MWC
October 22 — Umpire's Clinic at MWC
November 4 — College Tournament at Farmville
November 18-19 — Southeast Tournament at Washington
November 23-26 — National Tournament at Baltimore

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LA VOGUE

And Even More Letters

from Page 3

the over-all development of the mind through observation (visual and aural), organization (correlation of observations by logical processes) and imagination (pushing forward beyond the observed and into the unknown). It is not so much the content of the course by the point of view in presenting the material that is important. Any course in any field can be presented with those three principles in mind.

Just as the sciences have their laboratory work, the humanities their research papers, languages their listening labs, so do the arts have their studio art, applied music and dramatic performance. The scientist must understand through personal experiment; the historian must learn how to search for primary material; the language student must hear and learn to reproduce the sounds of the language he is studying (how else can he appreciate the beauty of that language?); so the art student should have the experience of making lines and colors take on form and meaning; the music student should actually experience producing sound; the drama student should experience the feel of performance.

True, this is all learning a technique and the cry of "professionalism" is raised. But the taint of professionalism may be washed away by the over-all purpose of the curriculum. If the aim is not just the development of technique but its correlation to theory, and if both together are used to develop the students' powers of observation, organization and imagination, then, to my way of thinking, we have a liberal arts approach.

And how about the artist in such an atmosphere? Technique alone is not sufficient; observation, organization and imagination are most necessary for the creative artist and for the re-creative performer. In the present era the pursuit of creative

art in a liberal arts curriculum requires extra time and extra effort, and often brings many frustrations. But if the creative impulse is present, very often frustration is useful driving force.

As Miss Massman wrote: "Ideally, the university as an intellectual center can provide background stimulation for the artist, can broaden him as an individual . . . , can provide new directions for his art as well as continuity and perspective, and enrich his imagery." If the artist, for his own development, is willing to take on disciplines outside of his immediate artistic objectives, then those of us whose main interests are in other fields should make an effort to understand and thus appreciate the creative role of the arts in a liberal arts curriculum.

Jean Slaten Edson
Assoc. Prof. Music & Physics

Dear Editor:

Change? Progress? Of course I feel it's imperative; the question is in which direction to go. As a junior, I've spent my first month here reveling in the progress in doing away with restrictions I thought would be with us til our graduating days; I still feel guilty when I stride into the library wearing slacks, or light a cigarette while in class.

Certainly those who demand sudden, concrete action must

ayow that they have been witness, as have I, to a tremendous upheaval of anachronistic regulations in the social sphere.

Despite the apathy characterizing the MWC student body, there have been numerous outcroppings of "social action" groups, rather working like lobbies. This sincere desire on the part of the unsolicited few is also heartening. The main problem these groups face, consciously or not, is the possibility that the interest they articulate is not an accurate representation of the majority opinion.

The most immediate example, and pardon me, SIC, is the drive for abolition of "in loco parentis." I feel, as do many of my friends, that I am not prepared to shoulder the responsibility implied in the absence of the basic restrictions imposed by the Administration and SGA.

From an administrative point of view, MWC students must appear rather apathetic in academic spheres; will the administration relinquish their responsibility entrusted to them by our parents and us as if to imply an approval of this apathy and of the anarchy likely to result in the social sphere? A discerning person can see that the answer is a clear, emphatic, "NO." Rather the way to convince both the Administration and ourselves of our ability to assume adult roles is to show some genuine,

widespread, whole-hearted concern in the roles we are allowed to assume now.

Which brings me back to my main purpose (and it's been a veritable path, I confess): How can I, a rather typical, non-involved, studying student, put forth my ideas without having to "channel" thru six-odd committees after having done endless research in SGA's reading room, only to have my neatly written proposal ignored or defeated at first glance.

Moreover, to escape this ignoble frustration to begin with, how can I obtain a fairly accurate sampling of student opinion without circulation of those agonizing questionnaires, the bane of

poll-taker and takee? Any suggestions, any at all? Any takers? Huh?

Ginny Wheaton, '69

Dear Editor:

Speaking of aristocracies — 1. Why must our faculty occupy one-half of our snack shop at lunch time? Are we so distractable, immiscible?

2. Why are they served, while we wait in line?

3. Why do they pay, while we wait in line?

4. As they say in the old country, he who humbles humbles himself will probably be shamed by both sides.

Alice Clagett



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